

PD in
your
pocket

FREE PD FOR FDC



28

The Planning Cycle in Action
in Family Day Care

Introduction

The Planning Cycle is a process of observing, planning, reflecting and documenting children’s learning to support the development of a quality program. Implementing this continuous cycle for each child ensures quality outcomes are achieved in your service.



‘Planning ensures that the educational program and practice responds to children’s strengths, abilities and interests, and scaffolds and extends their learning. It ensures that educators’ practice is intentional and supports children to progress towards the Learning Outcomes.’ ([Guide to the National Quality Framework, p.133](#)).

It’s important that you, as an educational leader and/or educator, have a clear understanding of the Planning Cycle and how it informs a quality program. When we understand this process, we are more likely to not only meet and exceed the legislative requirements and National Quality Standard, but also implement high-quality educational programs that make a difference and improve lifelong outcomes for children.

High-quality educational programs are based on what children can do, know and understand. This includes children’s interests, as well as their current knowledge, strengths, ideas, culture and abilities as outlined in ‘Element 1.1.2 Child-centred’, and are the foundation of your program.

They will feature as a part of the cycle as a vehicle for supporting children's learning. The focus, however, should be on supporting children to learn and develop their skills, knowledge and dispositions in relation to the learning outcomes of the approved learning frameworks.

It's important that planning for individual and groups of children happens as an ongoing cycle, where learning is built on over time for children and for educators. Children make progress in relation to the learning outcomes and the key components of the approved learning frameworks and, as an educator, you evaluate and critically reflect to improve the experiences you offer and strategies you use to support learning.

As an educational leader, you support educators in knowing what and how to observe, analyse, plan, implement and evaluate the program. You play a crucial role in supporting critical reflection on how the program is inclusive of all children and reflects the diversity of each educator's context.

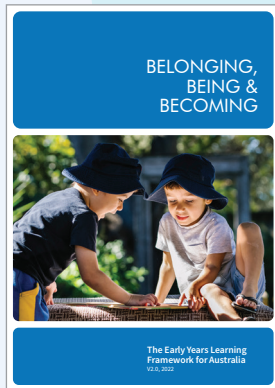
Did You Know?

The Planning Cycle is an integral part of educating and caring for children, and yet it is often misunderstood. 'Element 1.3.1 Assessment and planning' has consistently been and still is the top ranked 'Not Met' element of the National Quality Standard (NQS) for services sector wide, since the introduction of the National Quality Framework (NQF) in 2012.

(ACECQA NQF Snapshot-Q1 2023, p.20)

Updates to the National Approved Learning Frameworks

There have been two national approved learning frameworks (the Frameworks) in operation under the National Quality Framework since 2012, which outline the Principles, Practices and Learning Outcomes that guide you as an educational leader and/or educator in your curriculum decision-making, and assist you to plan, deliver and evaluate your quality programs in early childhood and school age services.



The Frameworks have been reviewed, and were updated in early 2023. The original national approved learning frameworks will remain in operation alongside the updated versions, until early 2024, to enable approved providers and their services time to transition to the updated learning frameworks.

One of the significant changes in the updated versions of the [Early Years Learning Framework V2.0](#) and [My Time, Our Place V2.0](#) is the inclusion of advice and guidance about the Planning Cycle. Now is a great time to explore the changes in the Frameworks. You can find these and support materials [here](#).





OBSERVE / Listen / Collect information

Educators use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing. This can be undertaken across the whole curriculum and throughout the day, including during routines, planned and unplanned experiences, and interactions with peers, family members and other adults.

Educators observe, listen to, engage with, and are attuned to children's dispositions, curiosity, discoveries, theories, perspectives, knowledge skills, involvement in learning and contributions to their own learning and the learning of others.

Educators acknowledge, document and describe children's capabilities and unique ways of *belonging, being and becoming* ensuring children's and families' voices are sought, heard and included.



ASSESS / Analyse / Interpret learning

Educators draw on a range of sources of information including their professional knowledge and early childhood theories to clearly identify children's strengths and capacities and consider these in relation to the Learning Outcomes and/or other assessment criteria. This includes children's awareness and understanding of their own learning, including the embodied nature of very young children's demonstration of their own learning goals.

Educators draw on their knowledge and the expertise of the children, families, communities and other professionals they work with, to interpret their collection of information.

Educators assess children's learning and engagement in a variety of ways, in the moment and over time, and in diverse context for and with children.



PLAN / Design

Educators' planning is inspired and informed by their thoughtful analysis of the information collected and their documentation. Using this analysis, they plan how to consolidate, enrich and extend children's learning and thinking.

Educators are intentional in their choice of appropriate learning and teaching strategies, content, resources, design of the use of time and indoor and outdoor learning environments.

Educators ensure relational and place-based pedagogies are at the core of planning meaningful learning experiences for children and groups of children. Plans can be jointly constructed in collaboration with children and in partnership with families.



IMPLEMENT / Enact

Implementation is where the plans turn into action.

Educators enact and review their planned learning experiences for individuals and groups of children throughout the day. They extend children's learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments.

Educators' intentionality shines within the aspect of the planning cycle, where their learning and teaching strategies, engagement and thinking amplify children's learning.



EVALUATE / Critically reflect

Educators use their assessment of, as and for children's learning to evaluate the implementation of plans. Educators consider how meaningful and effective the plans have been for children's learning development and wellbeing, giving considerations to children's cultural and linguistic identities and diverse capabilities.

Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What will I do differently next time?' and 'How can I further extend children's learning?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward.

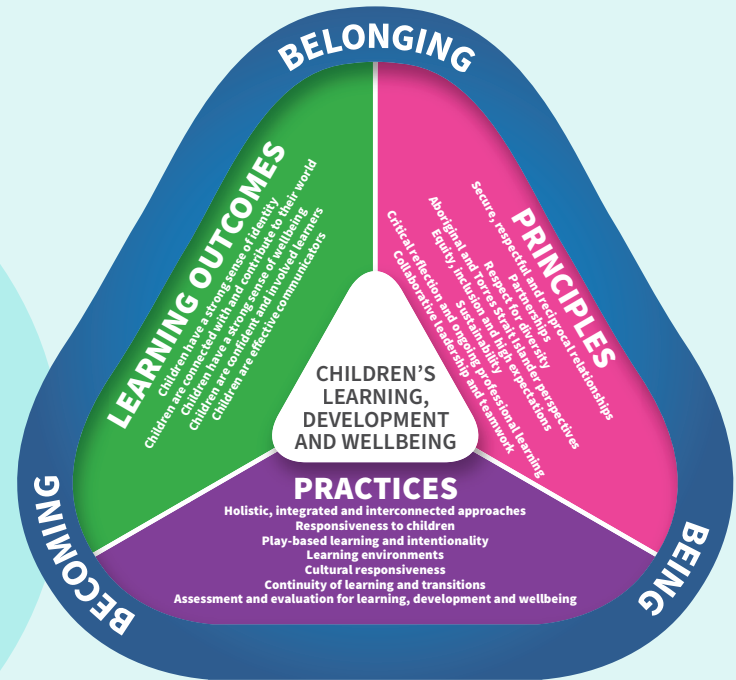
Educators' evaluation also identify areas for information sharing with colleagues and professional learning that will improve curriculum processes and practices.

Using the Frameworks to Plan your Program

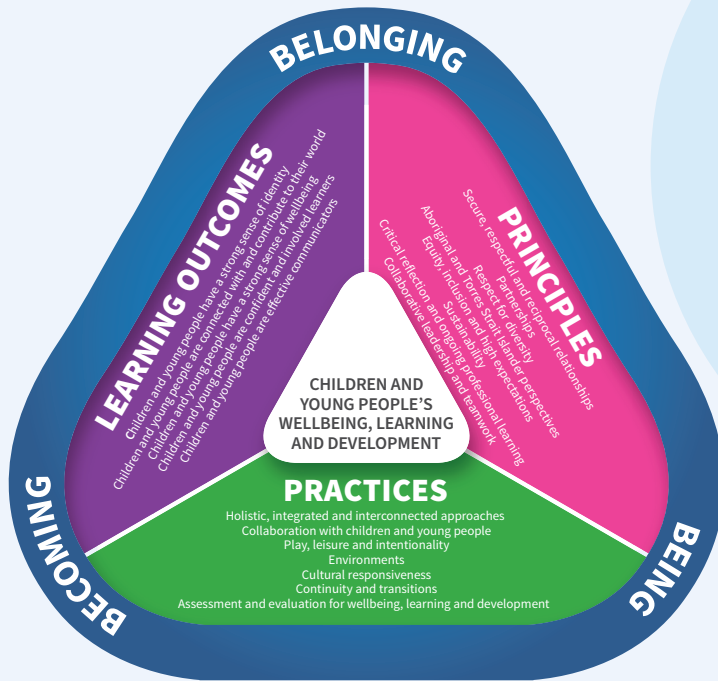
'The Framework puts children's learning at the core and comprises interdependent elements: Vision, Principles, Practices and Learning Outcomes (see diagram below). All elements are fundamental to early childhood pedagogy and effective curriculum decision-making'. (EYLF V2.0, p.7)

Every step of the Planning Cycle will draw on all elements of the Frameworks. You will be guided by the big ideas for children expressed in the vision and the overarching themes of Belonging, Being and Becoming.

As an educator and/or educational leader, you will draw on the Principles and Practices to ensure each step of the cycle is informed by your relationships with and knowledge of your families and children, or relational pedagogy, and the context of your service, or place-based pedagogy to plan meaningful learning experiences.



EYLF V2.0, p.10



MTOP V2.0, p.8

In addition, your commitment to equity, cultural responsiveness, inclusion and high expectations for every child, will ensure all children are engaging in a range of experiences across all the Learning Outcomes in ways that promote their learning.

What does this mean for day-to-day practice?

As an educator you regularly read and reflect on all aspects of the Framework and consider what ideas you will draw on to effectively observe, interpret, plan, implement and evaluate children's learning. For example, 'Are my observations of this child culturally responsive and reflective of culturally responsive practice?' ... 'How can my program support children to understand concepts of sustainability?'

Leadership in action

As an educational leader, you support educators to engage with the Frameworks in ways that work for each educator. For example, using translated or simplified resources, mentoring and coaching educators to lead discussions with other educators on principle or the Principle or Practice they are confident in.

The Frameworks and The Planning Cycle

The updated [Early Years Learning Framework V2.0](#) and [My Time, Our Place V2.0](#) now include the cycle of planning graphic and information about each step or component of the Planning Cycle. This information is consistent with information from the Planning Cycle in the NQS.

The Practice related to assessment has been changed to **'Assessment and evaluation for learning, development and wellbeing'** for the EYLF V2.0, and **'Assessment and evaluation for wellbeing, learning and development'** for MTOP V2.0.

New explanations for the types of assessment have been introduced: assessment 'of children's learning'; 'for children's learning'; and 'as learning'. These terms describe how assessment forms our understanding of what children know, can do and understand, as well as how we 'sum up' learning over time. They also invite us to involve children in understanding their learning and to see themselves as capable, confident learners.

What does this mean for day-to-day practice?

This means you use a variety of ways to assess children's learning both to inform each part of the Planning Cycle and look for growth over time in relation to each Learning Outcome and key component. You also actively encourage children to recognise their learning and development and involve children in setting goals for what's next.

Leadership in action

As an educational leader, you mentor and coach educators to develop effective and efficient ways of assessing and planning for children's learning. You ask educators where did this experience stem from and how it supports children's learning in relation to the outcomes.

You support educators to recognise and celebrate successful strategies and identify areas for growth. You work with educators to tailor strategies to improve their practice.

'Assessment refers to the gathering of information about children and young people's wellbeing, learning and development using a range of strategies. Evaluation refers to educators' critical reflection on and analysis of this information, and consideration of the effectiveness of their planning and implementation of curriculum.' (MTO, p.26)



The National Law, Regulations, Quality Standard and the Planning Cycle

Perhaps one of the reasons educators find knowing what and how to implement the Planning Cycle challenging is because they are not familiar with what is required under the legislative and quality standards.

The National Law and National Regulations

‘The National law sets a national standard for children’s education and care across Australia... The National Regulations support the National Law by providing detail on a range of operational requirements for an education and care service.’ [National Law and Regulations | ACECQA](#)

All early childhood and school age services are required to meet the minimum national regulatory requirements at all times. In relation to the Planning Cycle, this includes the information below.

Under the National Law, you are required to deliver a program that is based on an Approved Learning Framework (Section 168).

Under the *Education and Care Services National Regulations* you are required to offer an educational program that contributes to the Learning Outcomes of the Frameworks (Regulation 73).

Assessments or evaluations are also expected to support the delivery of your program for children. For preschool children and under, you are required to document:

- ▶ Assessments of the child’s developmental needs, interests, experiences and participation in the educational program; and
- ▶ Assessments of the child’s progress against the outcomes of the educational program (Regulation 74(1a)).

And for a child over preschool age:

- ▶ Evaluations of the child’s wellbeing, development and learning (Regulation 74(1b)).

Regulation 75 and 76 requires that:

In addition, the program must be displayed (Regulation 74(2a)) and information about the content, operation and child's participation in the educational program must be provided to families upon request.

What does this mean for day-to-day practice?

This means you:

- ▶ Know and understand the Frameworks, what early childhood curriculum, school age programs and pedagogy looks like.
- ▶ Make reference to all aspects of the Frameworks in the educational program documentation and it is displayed in a way that families can access it.
- ▶ Assess and plan for children's learning in relation to the learning outcomes of the Frameworks and share this assessment and planning with families to show how their child is learning and developing as a result of participating in the program.

Leadership in action

As an educational leader you review programs and discuss with educators how they feel they are meeting the legislative requirements.



National Quality Standard

1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

What does this mean for day-to-day practice?

This means you:

- ▶ Collect and analyse information about children's learning and development, using examples from the Frameworks from the *'This is evident when children, for example:'* section under each key component EYLF or MTOP outcome .
- ▶ Plan and implement experiences, strategies and set goals related to that key component, using examples from the *'Educators promote this learning for children when they, for example:'* section.
- ▶ Evaluate and reflect on whether the learning experiences and strategies were effective in supporting learning and development.
- ▶ Continue to build on and scaffold learning in relation to all five outcomes and can show children's progress over time.

Leadership in action

As an educational leader, you support educators to review their program and records of individual children over time. You prompt educators to consider if their program aligns with the service philosophy, the Framework and other professional standards, for example, [Early Childhood Australia's Code of Ethics](#).

You also support educators to self-assess against the 'observe, discuss, sight' evidence in the [Guide to the National Quality Framework](#). You lead discussions (online or in person) that support educators to critically reflect on their program. For example, the questions to guide reflection at the start of Standard 1.3 in the *Guide to the National Quality Framework*.

Source: ACECQA, [The Role of the Educational Leader](#).

National Quality Standard | Information sheet



QUALITY AREA 7

THE ROLE OF THE EDUCATIONAL LEADER

The educational leader has an influential role in promoting positive outcomes for children and families. Effective educational leadership builds the capacity of educators by inspiring, motivating, affirming, challenging and extending their practice and pedagogy. This joint endeavour involves inquiry and reflection, and supports ongoing learning and professional development.

LINKS TO THE NATIONAL QUALITY STANDARD

The importance of educational leadership is reflected in Quality Area 7 of the National Quality Standard (NQS), in particular:

- Standard 7.2:** Effective leadership builds and promotes a positive organisational culture and professional learning community.
- Element 7.2.2:** The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Educational leadership is also integral to the outcomes of Quality Area 1:

- Standard 1.1:** The educational program enhances each child's learning and development.
- Standard 1.2:** Educators facilitate and extend each child's learning and development.
- Standard 1.3:** Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

LEGISLATIVE REQUIREMENTS

Education and Care Services National Regulations

- Regulation 118:** requires the approved provider to designate, in writing, a suitably qualified and experienced educator, coordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service.
- Regulation 148:** requires the staff record includes the name of the person designated as the educational leader in accordance with Regulation 118.

“...studies show that leadership can positively impact on the quality of the centre as a workplace, the quality of the education provided and the developmental outcomes achieved by children over time.”

Waniganayake et al (2017)

Quality Area 7 | The role of the educational leader

Unpacking Each Stage of the Planning Cycle

Let's now step through each stage of the Planning Cycle using two examples of children engaged in play. We will look at what you might observe and how you could assess the learning to influence your plan to support the learning as well as how you could implement and evaluate your plan and practice.

A key point to remember when documenting the cycle is that there are no requirements for how, how much or how often information is recorded.



What Could Be Observed?

- ▶ What are these children doing?
- ▶ Is this something that I've seen these children do before?
- ▶ How are they interacting with each other?
- ▶ What is significant about this moment?
- ▶ How can I document this?

e.g. jotting; learning story; photo with explanation; child's drawing/painting/writing with notes.

What does this look like in practice?

Observation

Learning story – Mint Tea

Today I noticed a lovely interaction between Aisha and Lauren as they were waiting for morning tea. Aisha set the table ensuring there was a coaster for each child with Lauren responding with a 'thank you' which initiated a conversation about who each coaster is for. That's not for you, that for



Source: ECA NQS PLP Series – Mint Tea and a chat

you” Aisha explained and went on to say ”for me”. Lauren responded with “for me, for Bidabella” and they discussed this further.

A deep connection developed as Aisha and Lauren responded to each other with expressive gestures, eye contact, smiles, questions and nods of the head to acknowledge the messages they were receiving from each other.

The conversation continued when the educator offered water. Aisha supported Lauren to understand the amount of water to pour ‘not too much water’ out of a glass jug, and Lauren acknowledged this instruction with a nod and by pouring with great care. Aisha filled Lauren’s glass with a little more for her and they both announced that they were drinking ‘mint tea’.

Throughout this experience Aisha offered invitations for play by expressing ‘more water’, ‘let’s mix it’ and when Lauren articulated she didn’t have a spoon, Aisha provided one.

22 September 2023

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth
- Children learn to interact in relation to others with care, empathy and respect

Children feel safe, secure and supported

This is evident when children, for example:

- build secure attachments with one and then other familiar educators
- participate in familiar routines and rituals to make smooth transitions
- sense and respond to a feeling of belonging
- share ideas and information about their culture and cultural artefacts
- seek and connect with adults they trust to share their accomplishments and communicate their needs for comfort and assistance
- establish and maintain respectful, trusting relationships with other children and educators
- openly express their feelings and ideas in their interactions with others
- respond to ideas and suggestions from others
- initiate interactions and conversations with trusted educators
- confidently explore and engage with social and physical environments through relationships and play
- initiate and join in play
- explore aspects of identity through role play
- use home languages
- access resources that support cultural diversity, family structures and gender identities
- describe things that make them unique
- tell stories about their family and culture.

Educators promote this learning for all children when they, for example:

- acknowledge and respond sensitively to children’s cues, signals and home languages
- value and respond sensitively to children’s attempts to initiate interactions and conversations
- support children’s sense of security through consistent and warm nurturing relationships
- give children their full attention, showing interest, understanding and attunement
- design and use routines and rituals to support smooth and effective transitions
- ensure daily schedules, including individualised arrival, departure or sleep rituals that support children’s sense of security
- are attuned to children’s natural daily rhythms to support being and belonging
- learn key words in children’s home languages and use them when greeting and talking with children
- ensure continuity to bridge the gap between the familiar and the unfamiliar, e.g. feeding and sleeping routines
- build upon culturally valued child rearing practices and approaches to learning
- provide a culturally safe place where Aboriginal and Torres Strait Islander children and children from culturally diverse backgrounds can share their stories about history and culture

Source: *EYLF*, p.31.

Assessing and Interpreting the Learning

- ▶ What learning is happening for each child? Is it about the ‘topic’ or about children’s learning dispositions such as curiosity, persistence or creativity?
- ▶ Why is this significant for this child or group of children?
- ▶ What Learning Outcomes of the Frameworks can I relate to this significant learning?
- ▶ Are they the same for all children?
- ▶ What theories or theorists could you refer to when describing the learning?

What does this look like in practice?

Assessing, analysis and interpreting the learning

Lauren is new to Family Day Care and Aisha has been actively looking after her demonstrating help, care and empathy to support her smooth transition.

This was a lovely interaction where Aisha once again used a routine time of the day, morning tea, to initiate an interaction with Lauren, and engage in a shared conversation. This has also supported Lauren to feel safe, secure and supported in her new environment and in this interaction, I noticed that she was very comfortable responding to Aisha’s suggestions and sharing her own ideas.

Outcome 1: Children have a strong sense of identity.

- ▶ Children feel safe, secure and supported
- ▶ Children learn to interact in relation to others with care, empathy and respect

TOP TIP: Remember to refer to and use the language within the ‘evidence’ tables for the Learning Outcomes in the Frameworks.



Planning and Implementing

- ▶ How can I respond to this play?
- ▶ How can I support or extend on the knowledge, strengths, ideas, abilities and interests we observed these children demonstrating in this play?
- ▶ What experience will I plan?
- ▶ What strategies will I use to contribute to the learning?
- ▶ What resources and materials could I include?
- ▶ What learning goal (Learning Outcome/s) do I hope these children will continue to progress towards that I identified in the observation?
- ▶ How can I document this?

What does this look like in practice?

Planning and implementing

I will continue to provide opportunities for Aisha and Lauren to interact with each other promoting the development of this

friendship. One way is to continue to invite both of them to set the table for mealtimes each day as a joint ritual. I'll also create an outdoor water experience where they will be able to create more 'mint tea' or other concoctions as they mix ingredients such as herbs, leaves and other natural materials working together to experiment and express ideas about what they'd like to do.





Evaluating and Critically Reflecting

- ▶ What learning happened?
- ▶ Where to next?
- ▶ What went well?
- ▶ What could I improve on?
- ▶ Am I being inclusive and does my practice align with professional standards?
- ▶ Who can I discuss this with?
- ▶ How can I document this?

What does this look like in practice?

Evaluation

What worked well?:

Aisha was really interested in the water play experience, taking on the role of helping and supporting the other children including Lauren.

Lauren and Aisha chatted about the experiments they were creating with Lauren saying 'it's not mint tea' and Aisha saying 'it's orange tea'! They giggled, stirred the concoction and continued to play all morning. I hopped into their play to ask open ended questions like 'tell me about your experiment', 'how did you create it together?' to promote their learning and friendship. I also introduced mathematical concepts like 'full', 'empty', 'more', 'less' and number concepts.

What could I improve on:

I feel I may have turned the play into a teaching experience by taking over with the mathematical concepts. Aisha and Lauren were initially interested, however the play changed and Lauren walked away from the experience. I need to understand a better balance between child-led and educator-led play and learning.

Next steps:

Ask Lauren and Aisha what they would like to do together. Provide suggestions such as setting up a pretend picnic outdoors or a real cooking experience both where they can measure, stir, take turns and work together to achieve a goal.



What Could Be Observed?

Jotting:

Monday 18/9/23

Naha and Jai were so engaged with the baby dolls today. I noticed them feeding the dolls and offering cups for them to drink from. I joined them pretending to fill up the cups and sip the tea. Naha reached out her cup as if to 'cheers' to me!



Assessing and Interpreting the Learning

Naha and Jai were perhaps identifying with dolls. They were enjoying the interaction with each other and were connecting with me as well.

I wonder if Naha was repeating a 'cheers' action she has seen other children do or perhaps seen her family do? I'll ask mum or dad about this.

During this interaction, Naha and Jai are beginning to broaden their understanding of the world in which they live and building on their own social experiences to explore other ways of being. As they pretended to give the babies a drink, they demonstrated how they are beginning to use their imagination, transfer and adapt their learning to new situations and with a 'cheers' Naha is communicating non-verbally to convey meaning.

Outcome 2: Children are connected with and contribute to their world.



Planning and Implementing

I will provide more opportunities for Naha and Jai to transfer what they know into play. Jai is soon to be a big brother and Naha is a new big sister so I will introduce a baby bath, towels, nappies, bibs, books about babies etc. in the home corner. I will role-model and engage in their play using language to describe their actions and support each to participate in pretend play.



Source: EYLF, p.39.

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

This is evident when children, for example:

- identify themselves as being part of family and community groups
- begin to recognise there is a diversity of cultures, traditions and family structures
- begin to recognise that they have a right to belong and contribute to many communities
- cooperate with others and negotiate roles and relationships in play episodes and group experiences
- take action to include and assist children to participate in social groups
- broaden their understanding of the world in which they live
- express an opinion
- contribute to decision-making and action taking in matters that affect them
- build on their own social experiences to explore other ways of being
- participate in reciprocal relationships
- gradually learn to 'read' the feelings and behaviours of others and respond appropriately
- demonstrate a sense of belonging and comfort in their environments
- are playful and respond positively to others, reaching out for company and friendship
- advocate for their own rights with the adults that care for them
- begin to understand and use sustainable practices in their settings and communities across all dimensions of sustainability
- become aware and use the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic and environmental sustainability

Educators promote this learning for all children when they, for example:

- promote a sense of community within the early childhood setting
- build connections between the early childhood setting and the local community
- create opportunities for open and authentic partnerships with all families, communities and organisations, including with Aboriginal and Torres Strait Islander people and organisations, and those from culturally diverse backgrounds
- provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities
- model language that children can use to express ideas, negotiate roles and collaborate to achieve goals
- support and build children's skills to participate and contribute to group play and projects
- invite grandparents and 'grandfriends' to assist in planned experiences such as storytelling, and to engage in play
- plan opportunities for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations
- investigate and explore cultures, traditions and heritages to broaden children's understanding of the world
- model practices that create a culture of inclusion and social justice within the setting and community
- challenge children to explore the natural and constructed environments
- investigate the dependence between people, animals, plants, lands and waters



Evaluating and Critically Reflecting

Jai and Naha went straight to the home corner. Naha began nursing one of the dolls and I asked if it was sleepy. She nodded yes and started to put the doll to bed. I ask Jai if he wanted to help saying how he will soon be a big brother and can help mum put the baby to bed too. Jai nodded and smiled and went to get another doll to put to bed. We giggled when I made an expression saying “I can smell something” and asked if their baby needs a nappy change. Naha said a strong “yes!”, and picked up a nappy.

It was clear they understood what I was saying. Naha led the way transferring the knowledge from what she has seen her parents do with her little sister. Jai observed both myself and Naha and mimicked our actions throughout the experience.

I think this experience was a big success. I’m always surprised at how much babies know and how they can include that in their play.

Where to next?

Provide more opportunities for Jai and Naha to engage in pretend play. Begin to introduce games with actions such as patty-cake to pretend cake baking and a telephone to ‘talk to’ family and friends.



Resources

Resources to support understanding the components of the Planning Cycle:



NSW FAMILY DAY CARE
ASSOCIATION INC.

NSW Family Day Care Association

- ▶ [Child Centred Programming in Family Day Care](#)
- ▶ [Play-based Learning in Family Day Care](#)



NSW Department of Education

- ▶ [Early Years Learning Framework Modules](#)
- ▶ [Preschool Programming and Planning – unpacking the Planning Cycle](#)



Australian Children's
Education & Care
Quality Authority™

ACECQA

- ▶ [The Quest for Quality Area 1](#)
- ▶ [The Quest for Quality Documentation](#)
- ▶ [Quality Area 1 Introduction](#)
- ▶ [Interest Based Learning](#)
- ▶ [Observation And Recording](#)
- ▶ [What To Document](#)

Like to listen podcasts?:

- ▶ [PD In Your Pocket podcasts](#)
- ▶ [Early Learning Podcasts](#)
- ▶ [ECA Podcast series](#)

This booklet is part of the PD In Your Pocket professional development program.

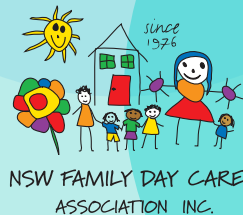


This topic – **The Planning Cycle in Action in Family Day Care** – has an accompanying webinar and video, both of which can be viewed as videos or listened to as podcasts.

There is also a Facebook Group where you can discuss the topic with other Family Day Care educators in NSW.

For more information about PD In Your Pocket, go to:

www.nswfdc.org.au/pdinyourpocket





Source: Renata's FDC

NSW Family Day Care Association

Email: info@nswfdc.org.au

Ph: (02) 9779 9999

Web: www.nswfdc.org.au

September 2023



NSW FAMILY DAY CARE
ASSOCIATION INC.